DOCUMENT RESUME

ED 139 483 JC 770 305

AUTHOR Feldman, Beverly Neuer
TITLE Curriculum Development in the Affective Domain.
PUB DATE 1 Jun 77
NOTE 67p.; Ed.D. practicum, Nova University

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Affective Behavior; Community Colleges; Course Content; Curriculum Design; *Curriculum Guides; *Humanistic Education; Interpersonal Relationship; *Junior Colleges; Learning Activities; Nontraditional Students; *Self Concept

ABSTRACT

This document presents an affective domain curriculum and reviews the behaviorist and humanist learning theories on which it is based. Recognizing the significance of the relationship between positive self concept and ability to learn, the affective curriculum was designed for the continuing development of self concept and interpersonal skills in the college classroom. The curriculum consists of eleven sequentially-paced components--such as "ice-breaking" activities, formation of intra-class groups, pairing of class members, and information exchanges--each involving a number of different activities. The curriculum is intended for incorporation in regular course curricula in any subject matter. Anticipated outcomes from employment of this curriculum include enhancement of student self concept and the fostering of more meaningful relationships between students and teachers. It is noted that affective domain development helps personalize the institution and humanize the classroom, and is of particular importance for the new population of students attracted to the community college by the open door policy. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED139483

CURRICULUM DEVELOPMENT IN THE AFFECTIVE DOMAIN

by

Beverly Neuer Feldman, M.A.

Los Angeles Valley College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

June 1, 1977

JC 770 306

ABSTRACT

This study designed a sequentially-paced curriculum for the continuing development of self-concept and interpersonal skills in college classroom. It could be incorporated into any coursework or subject matter. Learning theorists examined in this study have accepted the relationship of the ability to learn and a positive self-concept; but in general, educators have not applied the significance of that correlation to their teaching strategies. The development of the cognitive domain has been the main concentration of effort by the college institution and its teachers. It has failed to recognize that the separation of the cognitive and affective learning is artificial and impossible.

The Nowichi-Strickland Scale had been applied to 50 female students in two classes of child development at Los Angeles Valley College in Van Nuys, California. The sampling, though small in relationship to the 25,000 student population, showed results that two-thirds of the students had a low self-concept and one-third had a high self-concept. This evidence indicated a need to devise a curriculum in the affective domain for continuing development of self-concept. This sequentially-paced curriculum technique could be added to any coursework.

The declining college enrollment as well as the high attrition rate may call for innovative, nontraditional teaching for the new population of students attracted by the Open Door policy. The inclusion of an affective domain curriculum may help personalize the institution and humanize the classroom.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	BACKGROUND AND SIGNIFICANCE OF THE STUDY	4
III.	DEFINITION OF TERMS	21
IV.	LIMITATIONS OF THE STUDY	21
V.	BASIC ASSUMPTIONS	22
VI.	PROCEDURES	24
	Curriculum Techniques in the Affective Domain	24
VII.	DATA COLLECTION PROCEDURES	46
VIII.	PROCEDURE FOR TREATING THE DATA	46
IX.	RESULTS	46
X.	SUMMARY	47
XI.	CONCLUSION AND RECOMMENDATIONS	48
XII.	RECOMMENDATION FOR FURTHER STUDY	50
XIII.	INSTITUTIONAL SIGNIFICANCE	41
	BIBLIOGRAPHY	53
	APPENDIX	58

CURRICULUM DEVELOPMENT IN THE AFFECTIVE DOMAIN

I. INTRODUCTION

Why did teachers in post-secondary education overlook the importance of a student's self-concept as a factor in their ability to master the subject matter? The problem is scant attention was given to the affective domain of the adult learner and much attention was given to the cognitive domain; as if the two domains could be separated, one domain remaining in an arrested state while the other continued to develop. Epstein (1975) viewed self-concept as a personal cognitive construction of the individual. The separation of the domains was unnatural, if indeed, impossible.

The objective of this study was to link the findings of research in learning theories and the application of this knowledge to the development of self-concept. This was the foundation for the development of an affective domain curriculum to be incorporated into college instruction. Roueche (1972) stated that in order to learn, affective and cognitive objectives are always related, but defining objectives in the affective domain as a part of their academic objectives was not considered by most college teachers. Were the objectives of the life-long learning concept solely

to be subject matter related? Cohen (1960) spoke of the junior college teacher as a subject matterist and that the elementary and nursery school teacher as more professional, in the sense that they considered the overall task, working within the intellectual as well as the emotional development areas.

A humanistic approach to learning considered the adult learner as a whole person, no apartheid of domains. Humanistic education focused on the positive development of the whole human being and treated people more humanely. It was confluent education that marries the intellect and the emotion, the head and the heart, and brings together what may appear to most educators the cognitive and the noncognitive. This learning philosophy maximized the student's self-actualization and has become an important educational philosophy.

Wylie (1971) recognized that ego development was a continuing process through life. Research has indicated the relationship of a positive self-concept and the ability to learn (Yamamoto, 1972). Many college teachers still see their role traditionally, responsible only to the student's intellectual development. The affective domain was out of their realm of responsibility, that college students are adults who come to digest the facts and that is all students want from the 50 minute hour or is it that all teachers wanted to give?

It could very well have been misguided perceptions on the part of the faculty similar to the study Faculty Perceptions vs. Students Perceptions of What the College Experience Should Contribute to Human Development. There were differences in faculty's perceptions to the students' seeking more development in the affective domain from their college experience (Feldman, 1977). Such humanistic characteristics as consideration, compassion, generosity, individualism, loving and sensitivity were perceived by students as of major importance to students but omitted by faculty.

Conditions in learning could produce increased morale, productivity, and originality (Rogers, C., 1961). Use of an affective domain curriculum could change the classroom climate, making it more conducive to learning. As it now exists, students entered the classrooms at the beginning of a semester, strangers to each other and the teacher and leave at the end of the semester in the same state, isolates with a "grade" for academic achievement and an "incomplete" in self-concept. McGregor (1960) assessed classroom learning in its effectiveness within an organizational climate conducive to growth, that a negative environment will wipe out the gains from classroom education in a relatively short time.

In this study a curriculum for affective learning was developed that college teachers could utilize and integrate into any coursework, be it geology or physics. These techniques were used as a part of a humanistic approach to education. They focused on changing the traditional relationship between student and teacher, the affective climate of the classroom through interaction, and on the continuing development of the self-concept of students. If it is true what Combs (1975) said that how you perceived yourself determined what you think you are able to do and that determines in turn what it is you will try, then the self-concept has a significant impact on the learning capacity of the individual.

How students learn and what is important learning for a better quality life was important to the educator in order to help students achieve mastery of subjects. The "how", "what" was the natural joining of learning theory to curriculum objectives. By recognizing their interdependence in setting an educational goal, there was a greater possibility that real learning took place.

II. BACKGROUND AND SIGNIFICANCE

As a background for this study, it seemed that some evidence was needed in the assessment of the ego state of

the community college students. It could very well have been that the use of humanistic techniques in teaching as a method of continuing the development of students' self-esteem was not needed and, in fact, all was very well with the ego state of students. It could be assumed that teachers already knew how to improve self-concepts and self-esteem via such procedures as giving good grades, assuring students that they can succeed, and through the use of praise (Coopersmith and Feldman, 1974).

Jaski (1974) completed a study where self-abasement and self-depreciation were measured on two groups of students, in 1968 and again in 1974. In 1974 the two groups were found to have scored the same as the 1968 groups in high self-abasement but self-depreciating had increased. In March, 1977, this investigator applied the Nowichi-Strickland Scale (see Appendix A) to two child development classes at Los Angeles Valley College in Van Nuys, California. On the day the test was administered, 50 students were present in the two classes in child development. There were 40 items on this scale answered by a "Yes" or a "No". It measured the self-concept of the students in relationship to locus of control. The concept of locus of control was developed primarily from the learning theory of Rotter (1954) and refers to the individual's perception of whether

his/her successes and failures are under his/her control or whether some outside force is in control. Rotter's concept of control expectancy appeared responsible to student success in personal as well as cognitive growth. A low score on the Nowichi-Strickland Scale indicated that the locus of control was internal. Studies have shown that internality has a correlation to a high self-concept and in turn, a high self-concept indicated that the person is better adjusted, realistic in aspirations, more creative, self-reliant, less anxious, and interested in intellectual achievement. Certainly these characteristics had serious implications for cognitive development of students. A high score was an indicator of a low self-concept. A low self-concept had a correlation to externality, the locus of control in a person being external; that is, one who is controlled by external forces such as God, luck, or predestination. The student with a low self-concept is likely to be hostile, frustrated, more dependent, less open to new learning, and to have less aspirations.

From this sampling of 50 community college students, 16 students, less than one-third, scored low indicating high internal control. high self-concept. The remaining number, 34 students, had scores higher than the median of eight, indicating a high external control, low-self concept.

TABLE OF RESULTS OF THE NOWICHI-STRICKLAND SCALE

Students	Score
1s	4
2s	5
4s	6
4s	7
5s	8
7s	11
10s	12
6s	13
3s	14
6s	16
2s	20
50s	

M = 8 S. D. = 4

From these results it would seem there was a need "to teach" self-concept. The individual's perception of his/her control was related to performance in school as well as attitudes towards school (Messer, 1972). The community colleges, by supporting the development of external to internal shifts will then truly be serving the community in the broadest sense (Roueche and Mink, 1976). These researchers found a greater shift toward internalization

where students received individualized instruction. Although it is difficult in the 45 students classroom to include affective domain curriculum in the cognitive curriculum, the integration can pull the student out of college assembly line, give the student a sense of identity, selfhood, and thereby achieve some measure of individualization.

One aspect of self-concept that is agreed upon almost universally is that self-concept is learned. Individuals may be born with characteristics which influence the type of self-concept that develops but the actual development of self-concept is a learned process (Felker, 1974). The understanding of how self-concept is developed is a vital step in investigating why individuals have different learning outcomes in the form of self-esteem or in the lack of it. If self-concept is learned, why then should it not be "taught"?

There has been comparatively little research into the learning of self-concept in the terms of learning theory. Wylie (1961) found only one study which approached self-concept as a learning theory and then applied learning theory to self-concept. Gergen (1971) attempted to review the development of self-conceptions with what is known about the learning of attitudes. For several years Coopersmith (1967) has been conducting in a series of studies, procedures that have building of self-esteem in the classroom

as a primary goal. There have been numerous studies in the past ten years that establish the importance of self-concept and self-esteem in the educational process but until quite recently there was little information on methods, procedures, and materials for implementation. Many researchers have eliminated such studies because of too many variables. Krathwohl (1964) noted the major problem in categorizing the affective domain is the traditional terminology; such as labels like attitudes, values, appreciations, and interests. Psychologists and educators have frequently ignored learning theories because of their restrictive qualities.

There were to general conclusions from learning investigations that were helpful in looking at self-concept development. The first was very basic: People tend to do those things which get them what they want. The second is: People often learn by observation and imitation (Felker, 1974).

Behaviorists, like B. F. Skinner, would agree with the first conclusion. How one behaves, what one does, and how one learns are the concerns. In Skinnerean behaviorism, the tools used in its learning theory are stimulus-response and reward-punishment. In behavior modification, a theory based on this system, undesired behavior can be stopped as well as desired behavior can be increased. Applying this theory to the use of affective curriculum for development

of the self-concept in college students does incorporate the tools of behaviorism. Learning that takes place in the affective domain in terms of stimulus and response first is the catching and the maintaining of a learner's attention to provide the necessary condition for a desired stimulus to evoke a response. By the use of techniques prescribed in the affective curriculum to catch the learner's attention, the attention is maintained because the learner is "on", the student is the curriculum, the student is the teacher. Skinner (1968) says that outstanding instances of thinking seem especially likely to arise from obscure intuitions or insights. The affective domain curriculum can facilitate personal insight. This is difficult to measure because it is the thinker who makes that assessment. Behaviorists feel that all learning to be valid need be measurable but Skinner feels the most easily measured products of education are not necessarily the most valuable. There is a reward system in affective curriculum. Students who having experienced a humanistic approach to classroom learning through affective domain curriculum and feel better about themselves will continue to seek out those experiences that are ego satisfying and insightful. Johnson (1972) says when you receive a strengthening consequence for your behavior, it is more likely the same behavior will continue.

If students learn through these experiences that are personally rewarding to relate to others with more humanism, each succeeding experience will act as a reinforcement to the rewards of behaving humanistically. Social responsiveness can be powerful in learning (Horowitz, 1967).

The second conclusion of Felker's was that people often learn by observation and imitation. As models of human behavior teachers are, in themselves, course content, part of the environmental ecology; therefore, they make a significant impact on their students. Gordon (1976) says, "We will need to give greater attention to modeling as an instructional technique". What a teacher is has more effect than anything he/she does (Canfield). A person who is relatively unskilled in interpersonal relations may benefit by observing a teacher model effective interpersonal skills (Johnson, 1972). By a teacher demonstrating interpersonal methods through the use of an affective domain curriculum can be an influential aspect in the student's modeling the same behavior. Coopersmith and Feldman (1974) feel that teachers can exert significant influence on the forming of a student's self-concept by the kind of learning environment they establish in the classroom as well as by their personal attitudes and actions.

Carl Rogers and A. H. Maslow approached self-concept from a humanistic point of view, that man naturally strives for those things that are most conducive to personal growth and self-fulfillment. In a study of college students, they ranked high on their list of 20 priorities for personal growth those characteristics that were humanistic in character, i.e., caring, loving, compassion, consideration, sensitivity, and generosity (Feldman, 1977). The assumption of humanistic theorists of the possibilities for human growth and attainment has emphasized the need for classrooms to develop into facilitating environments. Humanistic theory believes in a focus on individuality and the intrinsic self whereas behaviorists view man as merely a bundle of responses to stimuli, moldable in any direction. Humanists regard "wholeness" and this "holistic" approach can be found today in education, medicine, and sports as well as psychology. Where once objectivity meant banishing the subjective from learning, it is now acceptable. When the question is phrased in terms of a choice or a statement of priorities, between intellectual development or self-esteem, there is no choice because self-esteem is part of intellectual achievement.

Carl Rogers prizes dependence on the internal self and helping people to obtain this kind of functioning as a major goal. Educators prize academic achievement as a major goal.

Rogers (1973) believes when groups move away from a climate of rigidity and towards flexibility and self-acceptance, exciting things happen in a growth-promoting climate. The use of affective domain curriculum techniques could achieve this call for flexibility in the classroom environment and add fresh dimensions to the development of self-esteem.

Maslow's (1954) theory of motivation postulates that each person has five basic needs to be satisfied. In the hierachy of these five, love and belonging rank third, and self-esteem ranks fourth after physiological and safety needs are satisfied. Traditional education does not use these guidelines to provide for an analysis of behavior which precedes how students can learn. Providing an informal opportunity in classroom learning for the teacher to know about students' lives is humanizing as well as a means to assess whether basic needs have been met in order for students to be able to learn. It adds a dimension for student evaluation that discloses humanistic considerations, for example, the student who given the opportunity reveals being a victim of cancer, or other traumatic life traumas. Should a student's personal dilemmas be a consideration in grade evaluation?

Integrating affective development curriculum into coursework is in limited practice. Most teachers have no frame of reference upon which to draw. Commager (1960) says

it is a myth that everything must be taught formally to be learned. They cannot be faulted for lack of personal experience for most educational systems do not demonstrate belief in the value of a healthy self-concept, individualism, and the ability to relate to people. These characteristics are sometimes viewed as a threat to the authority of the teacher and the institution. There are some teachers who do value these qualities but do not choose because of time perimeters. Eble (1976) states that there are those no-nonsense teachers who start class at the bell and never relax their grip. He prefers more looseness in trying to make classes work, using "settling-in" devices in the beginning of the class hour. Use of affective domain curriculum as a "settling-in" device works very nicely.

There are those instructors who feel that the development of the affective domain is within the province of the psychology department and that courses in building of self-esteem, interpersonal skills should be offered as such. Cohen (1971) says that there is a magnitude of change toward the "personal" in curriculum, that such courses so titled "Communications 101" is not a course in grammar as it might have been formerly but a course where students learn about themselves. He quotes Jerome (1970) who calls it the liberal education of the twentieth century.

Many instructors have difficulty with their own individuality, their self-concept, and their ability to relate to others. A decade of studies by Arthur Combs and his associates have revealed that effective teachers hold quite favorable and realistic attitudes toward themselves and are also quite supportive in their actions. (Combs and Soper, 1963; Combs et al., 1969). Teachers who esteem themselves tend to have a positive effect on the self-esteem of their students. Teachers with high self-esteem are more likely to be more flexible and exploratory in their approach to learning (Coopersmith and Feldman, 1974).

How students learn is an educational issue. Eble (1976) states that not enough attention is given to preparing college teachers in how humans learn and even so it is difficult to translate into the practicalities of teaching. "The poverty of application of learning theory to education cannot be denied", B. R. Bugelski writes (1971). This creates further difficulty in implementing humanistic education because in general, teachers do not understand humanistic approach to education as a learning theory.

No one has proposed to investigate affective-style mapping, but cognitive-style mapping has been given much attention of late. In relation to the latter it has been seen that field-dependent people are particularly interested in the social aspects of the environment. Therefore, it is

not surprising that such persons are better at learning than has social content (Ruble and Nakamura, 1972). Studies by Crutchfield (1958), Baker (1967), and Adcock and Webberley (1971) support these findings.

Witkins (1973) says that cognitive style is a potent variable in how students learn and teachers teach as well as academic choices and vocational preferences students make. From this viewpoint it is significant for the teacher to identify field-dependent individuals from field-independent. Often the selection of subjects, providing they are not required, give indication of field-dependent-independent. As a group, field-independent people are likely to favor academic subjects such as mathematics and science. Field-dependent individuals prefer courses such as English, social sciences, history and humanities. Field-independent students prefer the lecture method and working alone. Field-dependent students prefer discussion method. The social nature of the affective domain curriculum adapts itself well to the field-dependent students.

The activity is active rather than passive. One of the ways people learn is in a people-people environment, rather than a people-thing environment (Bohner, 1971). The people-people environment involves interaction with other, paired activities, and one-to-one. It is applicable as

well to field-independent students; Witkins et al. (1977) says that field-independent students can easily be made equivalent to that of field-dependent students by bringing the material to focal point, making the learning an intentional task. There can be a mismatch of field-dependent teachers with field-independent students but Roberts (1975) found that the mismatch between the preferred learning and teaching styles which may be characteristic of community colleges, can be controlled by the use of self-concept theory. He refers to the term as "personalized learning" which emphasizes the realization and the development of self-concept in the learning process. Cross (1972) also stresses the same principle of learning. Use of affective domain curriculum can be called personalized learning.

Traditional methods of teaching and learning have come under close scrutiny and are now held up for reexamination. Primary and secondary schools have felt the impact of humanizing education. At these levels of schooling there are new efforts to consider the nuturing of individualism and self-concept as well as cognitive growth. It has many names now, i.e., Alternative Schools, Informal Schools, School-Within-a-School, Family School, and others. There are colleges and universities offering new learning options called by new names, i.e., College of New Dimensions, New

Horizons, University Without Walls. All these educational approaches searching for ways to defrost the traditional process by offering humanistic educational alternatives. Cohen (1971) says that community colleges respond to every social need. Do colleges perceive healthy self-concepts and interpersonal skills of their students as social needs as well as their responsibility? Cross (1976) feels that colleges do not and should work in this area of human development.

There are new consumers with new needs. The housewives returning to school after many years in a domestic environment generally enter college with a shaky ego. There are the graduates who return because their college education has not met day-to-day living needs. In 1976 the College Placement Council and National Institute of Education sponsored a survey of 4,100 graduates who started college in 1961. The graduates wished that college had stressed human relations and communications skills they felt were needed for daily work activities that cut across occupational lines. Other graduates return because they cannot market their skills or because they decide on a new career. The Open Door policy has made a college education accessible to minority students. Once through the Open Door, efforts to retain students need to be made. The attrition rate is

higher than ever before. During the school year 1975-1976, 80 percent of first year students dropped out of college, 20 percent continued on through the second year. Moore (1976) recommends more emphasis on community college teacher preparation to curb the drop-out rate and cure the academic deficiencies in coping with the high-risk students. He says that therapeutic counseling and remedial instruction are more often ineffective and inappropriate.

The new consumers may very well need a nontraditional approach that alters the traditional interaction between teacher and students and student to student. Brown (1972) says that one important prerequisite for successful academic achievement within the classroom may be the enhancement of student-teacher empathy through mutual sensitization and exchange. Could this be a significant factor because there are many minority students who come from an extended family network and are accustomed to this mode of support system. Gordon (1977) says that many students, particularly "special opportunity" students need to be protected from the impersonal atmosphere. Brawer (1977) adds that these students need to know who they are and what they are about.

Colleges have only of recent years come to recognize the need of the community to offer off-campus classes. These classes have proved to be popular with the students and it

could be because the environment is usually more informal, familiar, and representative of their community. Registration for these classes at Los Angeles Valley College ("L.A.V.C.") is different. The Registrar comes to the class and it is a quick process to register, quite different from the serpentine lines that test the students' endurance and determination to go to college. Many would-be students flunk out at this dehumanizing stage. The popularity of the off-campus classes is a testimony to the college's effort to alter the system to meet the learning style of some of the population.

Cohen's definition of curriculum is a "total" set of experiences (Cohen, 1969). If "total" is taken literally, then would not learning experiences in the affective domain be included? The learner is also the sum total of both how he/she learns what the teacher has selected to be taught. Tyler's curriculum rationale asks the question what should the learner know that will make him/her make a better society. If that be the criteria, then continuing the development of a student's positive self-concept can be a personal strength to realize Tyler's objective. It is subject-matter related in its truest sense.

III. DEFINITION OF TERMS

Cognitive Style: Information processing habits which represent the learner's modes of perceiving, thinking, remembering, and problem-solving.

Internal-External Locus of Control: Refers to the extent to which persons perceive contingency relationships between their actions and their outcomes.

Externals: Those who believe consequences are directed by agents outside of themselves, i.e., fate, luck, powerful others.

Internals: Those who believe they do have some control over their lives.

Field-Dependent: Mode of approaching the environment with less analytical functioning combined with greater social orientation and social skills.

Field-Independent: Mode of approaching environment in analytical terms with impersonal orientation.

IV. LIMITATIONS OF THE STUDY

There were other learning theories that were not incorporated into this study. The ones that were chosen, Behaviorism,

Developmental and Humanism were more applicable to the development of an affective domain curriculum.

To determine the ego-state needs of community college students, a small sampling of 50 female students out of the 25,000 enrolled at L.A.V.C., was used for assessment. This was a small representative body. No data was collected as to the ethnic background or amount of education completed.

The students selected were all majors in the field of child development. A cross section of college departments may have provided different results.

There was the researcher's bias to be considered since the researcher does incorporate an affective domain curriculum into the coursework. The classroom population upon which these methods were applied were represented in part by students who were returnees to college as well as minority students. Other student populations may not have indicated a need for an affective domain curriculum.

V. BASIC ASSUMPTIONS

The study assumed that the use of an affective domain curriculum would help raise the self-concept, self-awareness, and interpersonal skill levels of students. It, also, assumed that the incorporation of this curriculum was applicable in most coursework and would prove to be effective.

Students who are field-dependent were assumed to be able to develop field-dependent characteristics through the use of this curriculum and that field-independent teachers would also be responsive.

VI. PROCEDURES

CURRICULUM TECHNIQUES IN THE AFFECTIVE DOMAIN

"To be nobody--but--yourself in a world which is doing its best, night and day, to make you everybody else--means to fight the hardest battle which any human being can fight; and never stop fighting"

e. e. cummings

TABLE OF CONTENTS

	Page
Environmental Impact	25
The Name Game	27
Ice Breakers	30
Dyads	31
Information Exchange	33
The Group	35
The "If's"	37
Affective Domain Messages	39
Press Relations	41
Art Works	44
Quiet Time	45

Room Arrangement

Whenever the student number allows, arrange the chairs in a circle, even a semi-circle is more effective than straight rows. But if there is no alternative to rows . . .

Ask Why

Ask the students to tell why they selected their particular location. There are the back row people, the side row people, the middle-of-the-rowers, the end of the aisle people, and the front rowers. Teacher can change locations from up front and teach from the side of the room, or have the students turn their chairs around and lecture from the back of the room. It is a healthy "unsettling" to those whose concepts about use of territory are fixed.

Change Seats

Tell the students that they can sit wherever they choose each time the class meets. Point out the next session how many students chose the same place as the former time. It opens up a discussion on territorial rights.

Ego-Food

Arrange for students and teacher to take turns bringing something for all to eat at breaktime. For a three hour

class, add a coffee pot. Students can take care of all the scheduling and purchase of supplies. Fifty cents from each student buys coffee, tea, and the rest. "Breaking bread" together is a built-in opportunity for students to get to know one another. This can be a life preserver for the teacher; by raising the blood sugar levels, students are more likely to remain attentive.

THE NAME GAME

Introduction

Forget your Shakespeare's "What's in a name?" Names are important to people, particularly their own. If there is any doubt about this, mispronounce a student's name and the correction comes quickly--"Alice Jean Smith" on the roster tells you not to call her "Alice" but "Alice Jean", "Andrea Rose" is known to family and friends as "Rose", "Elizabeth" prefers "Smithy", and all the rest who come up to the rostrum to advise of name changes because of marriage, remarriage, or divorce. It is of no wonder that teachers usually avoid learning their students' names. They defend themselves that they have too many students, have a poor memory for names, or it is a waste of time and brain use due to the shortness of a semester.

Addressing students by their name can serve as an ego-builder and individualizes. It is a handle for recognition rather than the customary nod of the teacher's head, or finger, or seating chart. This is the first piece of information the teacher has to hang on a body and the only piece of information to memorize whereas the student is expected to commit to memory the teacher's name, facts, figures, events, theories, quotations, and all the rest that appears on quizzes, exams,

tests, finals, and in-class discussion. It is unlikely that a teacher would accept a faulty memory as a reason for being excused from an exam!

Once the dormant name memory is put to work, it becomes easier each succeeding semester to remember more and more names of students. This dormant facility just needs exercise. There are some methods that will help both the teacher and the students to learn each others names and enables the group process to develop.

After four weeks, teacher writes down all the names she/he can remember. Work on those not remembered.

Name Tags

At most conferences name tags are worn as a routine procedure by the attendees. It works equally well in a classroom situation. Students are told why name tags are required at the first class session. They can feel free to express their creativity in the design. Teacher wears one, too. To avoid students' forgetting their tag, it is easier to implement the wearing of a tag by asking one of the students to collect them at the close of each meeting and storing them in a drawer of the closet. If enforced by teacher expectancies and utilized for name recognition, students will cooperate.

Round Robin

Teacher says, "My name is 'John' or 'Mr. Smith' [whatever]. I would like you to meet my friend 'Les'," as teacher introduces student close by. Les says, "That's John, my name is Les, I would like you to meet Mary." This continues until everyone has been introduced. It's a sure-fire technique to get everyone's complete attention and total involvement as well as a method to learn names. Be sure to remind those students who are prone to consider everything that smacks of a test a life and death trial that it is for fun. And it is. If group is larger than 35 students, divide the group into two sections.

The Name Test

Tell the students when they think that they know everyone's name, they can take "The Name Test" by calling off the names of their fellow students and they do not have to wear their tag anymore if they pass. Usually some students will volunteer forth about mid-semester or toward the end of the semester.

ICE-BREAKERS

The Shakes

At the first or second class session there are additional methods that can be used to break the ice, so that students begin to mix and to know others.

Handshake I:

Students are directed to shake hands with the person sitting behind them.

Handshake II:

Students are directed to get up from their chairs, go around and introduce themselves to others.

DYADS

The purpose of the pairing is to develop a relationship between two people so that students will have established contact with some of the students, a nucleus for group cohesiveness. The instructions to the original dyads are:

> Sit by each other at class sessions unless dyads are changed.
>
> When one member of the dyad is absent, pick up the handouts.
>
> Exchange phone numbers in order to obtain information about assignments. This takes care of all those "What did I miss?" inquiries that bombard teachers.
>
> If necessary, be available for student-to-student tutoring.

At the beginning of a semester, students are paired. This can be done in a number of ways:

Sit by someone: You do not know.

Whose first initial of the last name is the same as yours. Some cultures consider use of first name a sign of lack of respect.

Whose first initial of the first name is the same as yours.

Whose last initial of the first name is the same as yours.

Pairing by the: Same astrological sign.

Same number of siblings as in your family.

State of birth.

After a few meetings, the teacher instructs the students to form new pairs by one of the above criteria.

INFORMATION EXCHANGE

I. Each student can take a turn to tell the class about self.

II. Students that are paired can exchange information of general nature. Allow ten minutes.

Example: Favorite food, color, or TV star, and what they like to do best.

The partner introduces his/her new friend by name and the favorite things to the class.

III. Allow ten minutes for each partner to tell the other whatever information about self that they want to share. They introduce each other to the class using the information.

IV. Each member of the dyad will find out three unique things about the other to tell the group.

V. Using a 5 x 7 index card, ask students to write their first name so it is visible across the room. Write five words ending the "ing" which tell something about themselves, i.e., working, shouting, eating, etc. Turn the card over, write name and vital statistics. Choose side to expose to group. Everyone gets up and reads each other's card.

VI. Each student will tell either to partner or to the group three good things about self. It can be in the areas of competencies or physical appearance.

VII. Each member of the dyad tells three things they like about their partner. It can be told to the partner of the group.

Information Wanted

Compose an ad, describing what you want to get out of this class.

Park Your Mood at the Door

After students have entered and are seated ask them to write down what are their feelings and their causes at this moment. It helps students to identify their moods. It can help clear the classroom air of negative vibes.

Class Picture

Take a snapshot of the class and post it on the bulletin board.

Class Roster

Ask students to sign their name, address, and phone number for a class roster. Some students may not want to, or may want to exclude their address or phone number. Be sure to tell them that's all right, too. Usually one of the students will type it and have it duplicated. This is another way to build class cohesiveness.

Penny Game

This is a good device to get everyone to participate. When breaking into small discussion groups, give the group

leader ten pennies for each participant. Each time someone contributes to the group discussion they have to spend one of their pennies. When their resources are depleted, they cannot talk. This method is good to control those who dominate the group and brings the less verbal person forward.

THE "IF'S"

Would You Rather Be

If you were an animal, which one would you rather be?

Where Would You Rather Be

If there were no money or time limits, where would you like to be right now?

By Any Other Name

If you could have chosen your name, what would it be?

Flower Child

If you could be a flower, which one would you be and describe it.

Color Me

What color do you feel like? Which color would you choose?

To Be or Not To Be

If you had one year to live, what would you do with that year?

Your Last Hour

Imagine you have one hour left and you can spend it any way, anywhere you want to. Where would you spend it?

Whom would you want to have with you? How would you spend it?

AFFECTIVE DOMAIN MESSAGES

Who Am I?

Write down all the things you are. See how many things you can think of.

Example: I am a Father.
I am a student.
I am employed.

I Am Just Like My _____

Write down all the things you can think about that are just like somebody in your life.

I'm just like my _____ because _____.

I Am Not Like My _____

Write down why you are not like somebody who is significant in your life.

I'm So _____

Complete the sentence with word that describes yourself. List five things.

I Can _____

List five things that you can do well. Try to remember how that interest or skill developed.

I Can't _____

List five things that you feel you can't do and why you think you can't.

20 Things

List 20 things you like to do. Rank them in the following ways:

16 - 20--According to preference.

$ --Put a $ sign along side if it is costly

M -- If your mother did it

F --If your father did it

R --Can you do it when you retire?

20 Characteristics

Put down 20 characteristics that you feel are important to being the best possible human being.

Through the Looking Glass

List adjectives that describe how you feel others perceive you.

Ain't I Awful

List all the crimes you've committed including those that you have not forgiven yourself for.

PRESS RELATIONS

Newspaper Ad

Compose a four-line classified ad describing who you are.

TV Commercial

Compose a TV commercial with music that tells about yourself.

Newspaper Paste-Up

Cut out words, pictures, or both that describe you. Past them up on plain paper.

Nine Pieces

Take nine pieces of paper and ask yourself "Who am I?" nine times. Write down a response on each of the papers, whatever comes to mind first. Go through your answers and number them in order of importance with number 1 the most important and number 9 the least important.

Piecework

In order to help realize what is important to you, look at number 9 and think about what it represents, what life would be like without number 9. Repeat for each number.

Help Wanted

Write an ad describing the kind of help you think your life needs in order to make it better.

Shield Game

This can be used in a variety of ways.

Draw a shield. Divide it into six sections. Draw in five sections to represent how you feel about different stages of your life:

1 to 10 years

10 to 20 years

20 to 30 years

The last two years

The future

In the sixth section, put in what you would want people to say about you.

Another Shield Game

Make a shield. Divide it into six sections. Write down the highlights of your life at:

Kindergarten time

Elementary school

High school

College

Now

Future Forecast

Yet Another Shield Game

Make a shield, divide it into six sections. Write in each section:

The most important person in your life

Your favorite place

Your favorite pasttime

Favorite food

What career you would like best of all

What or who makes you proud.

Contract

Make a contract with yourself that you will only speak well of yourself for a two week period.

ART WORKS

Eyes Closed

Close your eyes and with your hands feel the contour of your face. Now close your eyes and draw what you felt.

Contour Drawing

Make a contour drawing of your body image by beginning with the head and continuing with an uninterrupted line.

That's for Babies

Bring a baby picture to class, shuffle them and ask the students to identify them.

Sweatshirt Message

If you could write a message on a sweatshirt for others to read, what would it say?

License

If you could personalize your license plate, what would you put on it?

QUIET TIME

The Eyes

Look into partner's eyes for ten minutes and do not talk. Try to carry on a conversation by eye contact.

Silent Dialogue

Carry on a silent dialogue with another person by alternately drawing on the same sheet of paper.

Lemon Game

Have students bring a lemon to class. Allow five minutes for them to study the characteristics of their lemon without talking. Then collect lemons and each student tries to identify the one they brought. If the group is too large, divide into smaller members.

VII. DATA COLLECTION PROCEDURES

The collection for the affective domain curriculum was from texts and books on group games, personal experiences with professors who had used such techniques on occasion, and original ideas that evolved through classroom interaction and tested experiences. Records of each technique have been kept as to each procedure and evaluation after application.

VIII. PROCEDURES FOR TREATING THE DATA

The affective domain curriculum techniques have been used in classes in the field of child development by this investigator. Generally, they are applied at the opening of the class if they are going to be used at that session. They are not used at every class session. Over a semester of 20 weeks, the frequency was every other, or every third meeting. The techniques were chosen in a sequential pattern, beginning with simple nonthreatening exercises used as an ice-breaker, moving into more in-depth curriculum dealing with values and self-awareness as the group process developed.

IX. RESULTS

The use of the affective domain curriculum has served to develop a group feeling, a caring for one another in a

classroom. The environment changed from the beginning of a semester from a formal, distant relationship among the class population to informal, close feelings for one another. Both students and teacher were able to establish relationships other than based on academics.

X. SUMMARY

Little or no attention was given in college teaching to the continuing development of students' self-concept and interpersonal skills. Recognized authorities in the community college field indicated their concern over this omission. Studies of the new student population attracted by the Open Door policy have demonstrated that a nontraditional instructional approach was needed to meet their special needs. New students include the college graduate who returns to college to pick up missing interpersonal skills necessary for their performance at work and the older woman student who picks up academic life again in a nonconfident fashion. These students were the primary target populations for the development and utilization of an affective domain curriculum.

The objective of this study was to link the findings of research in learning theories and their application to the development of self-concept as a factor in the ability to achieve subject mastery. This was the foundation for the development of an affective domain curriculum to be incorporated in cognitive curriculum. Although the use of

self-concept as a learning theory in itself it was not found to be in wide use. Learning theorists were in agreement as to its significance to learning. Teachers, generally, conceived that the two domains, affective and cognitive, were separated and their concentration was with the subject matter. Practitioners in humanistic education did not agree with this separation and held it to be artificial. The affective domain curriculum was designed with classroom techniques that are sequentially paced. Its aim was to facilitate the continuing development of interpersonal relationships and self-awareness of college students.

XI. CONCLUSIONS AND RECOMMENDATIONS

Coursework in the development of a student's self-concept, self-awareness, and interpersonal skills could enjoy respectability and acceptance in college instruction. What was once considered a "trade, engineering as well as architecture, is now academically respectable." Teaching self-concept could be incorporated into regular coursework.

Most teachers shy away from personal contact with their students. Students know little about their teachers as well. An empathetic relationship between teacher and student could prove effective in fostering academic learning. The use of an affective domain curriculum offers techniques to be used during classtime encourages a more meaningful

relationship and a deeper understanding of the students altering original perceptions.

It is a false division to separate affective learning from cognitive learning, yet in order to justify the use of an affective domain curriculum, it was necessary to establish a cause and effect relationship between self-concept and the learning process. It is as though cognitive development is the true end and the use of affective techniques justifies the means. The development of one's self-esteem is an end in itself. Neglecting or overlooking ego development because the students are of college age seems irreprehensible. Is it because a college education is not humanistically oriented? Education in humanism, becoming aware of the student as an individual does have a place in college education. Nurturing human development serves as a deterrent to emotional retardation. It is preventative educational medicine at any age. The process of developing self-esteem is life-long learning, but in many people it is arrested early in their life. The college classroom could develop strategies to individualize, not only in cognitive-style mapping but in affective-style mapping.

It is recommended that the affective domain curriculum be incorporated into college instruction. One way to introduce this concept to faculty is at the administrative level serving as an example, i.e., knowing the names of the faculty members, using some of the techniques at faculty and committee

meetings. At L.A.V.C. there are 400 full-time and 300 part-time faculty members, some of whom may have similar concerns for affective development but may not have had the opportunity for discussion. There is much written today for the need for staff development and if implemented, this subject could be included.

With diminishing enrollment and high attrition, it is timely to try innovative instruction. The impersonal relationship between teacher and student, the less of personal identity in a 25,000 student population may be factors in the 7 percent drop in enrollment at L.A.V.C. from 1976 to 1977.

XII. RECOMMENDED FOR FUTURE STUDY

There are two studies that may be of future interest in assessing the self-concept of faculty and the interpersonal relationships of faculty. The first study could be accomplished by the use of the same testing device, the Nowichi-Strickland Scale, that was used on the 50 student sample. It would be of interest to look into the interpersonal relations among faculty members to investigate the state of their relationships. What kind of role models are they for students? How do faculty members view each other?

It would be significant to the institution, itself, to obtain information from the consumer how it is perceived. Not all responsibility for attrition rests with the faculty and the curriculum. Is it possible for a large institution to become more humanistic in its procedures? As an example, enrollment at L.A.V.C. is arduous for the most determined of students and other ways need to be explored.

XIII. INSTITUTIONAL SIGNIFICANCE

Teacher development at college level has been a controversial issue. The institution has a responsibility to the students to provide the best possible teachers and instructional methods. The majority of teaching methods are traditional for a nontraditional audience, that the Open Door policy has admitted. There has been little innovation and accommodation for a different student population, classrooms remain dehumanizing as well as some of the institution's procedures. The application of an affective domain curriculum as well as a cognitive curriculum might be one method for innovation. It could be brought to the attention of the teaching staff for some teachers who may want to adopt the techniques. If it is utilized by more teachers, it will help to humanize education and reflect back on the institution's character.

This curriculum can be replicated as it will be published in the future and available for other institutions and their teachers. This investigator will be speaking and conducting workshops in the techniques of an affective domain curriculum.

B I B L I O G R A P H Y

BIBLIOGRAPHY

Atkinson, J. W. An Introduction to Motivation. D. Van Nostrand Company, 1964.

Bohner, John M. Learning Styles. IDEA, 1971.

Brawer, Florence B. "The Thirteenth Year". Change Magazine, February, 1973.

Brown, S. "Empathetic Process as a Dimension of African Reality". Doctoral thesis, Stanford University, 1972.

Bruner, J. S. Towards a Theory of Instruction. Harvard University Press, 1968.

Bugelski, B. R. The Psychology of Learning Applied to Teacher. Henry Hold and Company, 1971.

Canfield, Jack. One Hundred Ways to Enhance Self-Concept in the Classroom. Prentice Hall, Inc., 1976.

Carnegie Commission on Higher Education. New Students and New Places. McGraw-Hill Book Co., October, 1971.

Cohen, Arthur M. Dateline '79: Heretical Concepts for the Community College 1969. Glencoe Press, 1969.

Combs, Arthur W. "Perceiving, Behaving, Becoming". Yearbook of the Association for Supervision and Curriculum Development, 1975.

Combs, Arthur W. Professions of Teachers. University of Florida, 1972.

Combs, Arthur W. and Soper, D. The Relationship of Child Perceptions to Achievement and Behavior. U. S. Office of Education, 1963.

Combs, Arthur W. et al. "Florida Studies in the Helping Professions". Social Science Monographs, No. 37, University of Florida, 1969.

Commager, Henry S. Education for a Free Society. University of Pittsburgh Press, 1960.

Coopersmith, S. A. "A Method for Determining Types of Self-Esteem". Journal of Abnormal and Social Psychology, 1967.

Coopersmith, S. A. and Feldman, K. The Impact of College on Students. Jossey-Bass Publishers, Inc., 1974.

Cross, K. Patricia. Accent on Learning. Jossey-Bass Publishers, Inc., 1976.

Cross, K. Patricia. Beyond the Open Door: New Students to Higher Education. Jossey-Bass Publishers, Inc., 1971.

Crutchfield, R. S. New Approaches to Individualizing Instruction. Educational Testing Service, 1965.

Eble, Kenneth E. The Craft of Teaching. Jossey-Bass Publishers, Inc., 1976.

Eble, Kenneth E. Professors as Teachers. Jossey-Bass Publishers, Inc., 1976.

Feldman, Beverly N. "Faculty Perceptions vs. Students Perceptions of What the College Experience Should Contribute to Human Development". Unpublished Ph. D. practicum, Nova University, April, 1977.

Felker, D. W. "Prediction of Specific Self-Evaluations from Performance and Personality Measures". Psychological Reports, 1972.

Flander, Ned. Interaction Analysis. Far West Laboratories, 1974.

Gordon, Edmund W. The Current State of the Art and Recommendations for Change. IRCD Bulletin, Volume XI, Number 1, Winter 1976.

Hall, E. T. "Listening Behavior". As the Tree is Bent, Houghton Mifflin Co., 1971.

Hilgard, E. R. and Bower, Gordon. Theories of Learning. Appleton-Century-Crofts, Inc., 1966.

Horowitz, F. D. "Social Reinforcements on Child Behavior". The Young Child: Reviews of Research. National Association for the Education of Young Children, 1967.

Jaski, Ernest B. "The Impact of the Junior College on Student Values and Retention". Ed. D. dissertation, University of Chicago, 1970.

Jerome, J. "The American Academy 1970". Change Magazine, September-October, 1969.

Johnson, B. Lamar. Islands of Innovation Expanding. Glencoe Press, 1972.

Jourard, Sidney M. The Transparent Self. D. Van Nostrand Company, 1971.

Krathwohl, D. Taxonomy in Affective Domain. McKay Publishers, 1964.

Maslow, A. H. Motivation and Personality. Harper & Sons, 1954.

Messer, S. B. "The Relation of Internal-External Control to Academic Performance". Child Development, 1972.

Moore, William, Jr. American Association of Community and Junior Colleges. Washington, D.C., April, 1975.

Roberts, Dayton J. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges, Seattle, Washington, April 13-16, 1975.

Rogers, Carl R. On Becoming a Person. Houghton Mifflin Co., 1961.

Rogers, Carl R. "My Philosophy of Interpersonal Relationships and How it Grew". Journal of Humanistic Psychology, September, 1973.

Roueche, John E. and Mink, Oscar G. "Helping the Unmotivated Student Toward Personhood Development". Community College Review, Spring, 1976.

Ruble, D. N. and Nakamura, C. Y. "Task Orientation vs. Social Orientation". Child Development, 1972.

Skinner, B. F. The Technology of Teaching. Appleton-Century-Crofts, 1968.

Tyler, Ralph. Basic Principles of Curriculum and Instruction. University of Chicago Press, 1950.

Wall Street Journal. "College Degrees". December 10, 1976.

Witkin, H. A. The Role of Cognitive Style in Academic Performance and in Teacher-Student Relations. Research Bulletin RB-73-11, Educational Testing Service, February, 1973.

Witkin, H. A.; Moore, C. A.; Goodenough, D. R.; and Cox, P. W. "Field-Dependent and Field-Independent Cognitive Styles and Their Educational Implications". Review of Educational Research, Winter, 1977.

Wylie, M. The Study of Lives. Atherton Press, 1973.

Wylie, R. C. The Self-Concept. University of Nebraska Press, 1961.

Yamamoto, K. The Child and His Image. Houghton Mifflin Co., 1972.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 15 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

APPENDIX A

NOWICHI-STRICKLAND SCALE

OPINION SURVEY

INSTRUCTIONS:

Below are a number of questions about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire; we are only interested in your opinions on these questions. Please circle "yes" or "no" for each question below.

1.	Do you believe that most problems will solve themselves if you just don't fool with them?	YES	NO
2.	Do you believe that you can stop yourself from catching a cold?	YES	NO
3.	Are some people just born lucky?	YES	NO
4.	Most of the time do you feel that getting good grades meant a great deal to you?	YES	NO
5.	Are you often blamed for things that just aren't your fault?	YES	NO
6.	Do you believe that if somebody studies hard enough he or she can pass any subject?	YES	NO
7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	YES	NO
8.	Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?	YES	NO
9.	Do you feel that most of the time parents listen to what their children have to say?	YES	NO
10.	Do you believe that wishing can make good things happen?	YES	NO
11.	When you get punished does it usually seem it's for no good reason at all?	YES	NO
12.	Most of the time do you find it hard to change a friend's (mind) opinion?	YES	NO
13.	Do you think that cheering more than luck helps a team to win?	YES	NO
14.	Did you feel that it was nearly impossible to change your parent's mind about anything?	YES	NO
15.	Do you believe that parents should allow children to make most of their own decisions?	YES	NO
16.	Do you feel that when you do something wrong there's very little you can do to make it right?	YES	NO
17.	Do you believe that most people are just born good at sports?	YES	NO
18.	Are most of the other people your age stronger than you are?	YES	NO
19.	Do you feel that one of the best ways to handle most problems is just not to think about them?	YES	NO

APPENDIX A

20.	Do you feel that you have a lot of choice in deciding who your friends are?	YES	NO
21.	If you find a four leaf clover, do you believe that it might bring you good luck?	YES	NO
22.	Did you often feel that whether or not you did your homework had much to do with what kind of grades you got?	YES	NO
23.	Do you feel that when a person your age is angry at you, there's little you can do to stop him or her?	YES	NO
24.	Have you ever had a good luck charm?	YES	NO
25.	Do you believe that whether or not people like you depends on how you act?	YES	NO
26.	Did your parents usually help you if you asked them to?	YES	NO
27.	Have you felt that when people were angry with you it was usually for no reason at all?	YES	NO
28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	YES	NO
29.	Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	YES	NO
30.	Do you think that people can get their own way if they just keep trying?	YES	NO
31.	Most of the time do you find it useless to try to get your own way at home?	YES	NO
32.	Do you feel that when good things happen they happen because of hard work?	YES	NO
33.	Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	YES	NO
34.	Do you feel that it's easy to get friends to do what you want them to do?	YES	NO
35.	Do you usually feel that you have little to say about what you get to eat at home?	YES	NO
36.	Do you feel that when someone doesn't like you there's little you can do about it?	YES	NO
37.	Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are?	YES	NO
38.	Are you the kind of person who believes that planning ahead makes things turn out better?	YES	NO
39.	Most of the time, do you feel that you have little to say about what your family decides to do?	YES	NO
40.	Do you think it's better to be smart than to be lucky?	YES	NO